Maths Lesson Plans

Level 2

Term 1

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Level 2
Term 1
Week 1
Day 1

Lesson Plan

Objective: Students will be able to identify and counting ones and tens.

Activity: Counting one and tens and written work in worksheets.

Material: Beads or rubber bands, tooth picks, leaves or straws etc to make groups of 10.

Warm up:

- Make children count from 0 to 20.
- Make four groups in the class give beads, rubber bands, straws and leaves to each group.
- Ask them to make bundle of tens. Now observe how many ones are left.
- Call one student from each group (with the objective given)
- Now explain that how tens and units make a number for example, there are 7 bundles of tens, these makes 70 and there are 6 loose objects (stick or leave etc), it makes 76.

Class work: Ask students to open their worksheets (2-A part 1) from page 5. First explain each question orally than make then to solve the questions by their own. Question 1, 2 all.

Level 2 Term 1 Week 1 Day 2	**Lesson Plan**

Objective: Students will be able to identify and count units and tens.

Activity: Written work

Material: Work sheets and pencils etc.

Warm up: Revise the previous task (explain) and then make students to solve. Question 3 and 4 from page 6 worksheet (2-A part one)

First explain briefly these questions on their worksheets.

Class work: page 6

Wrap up: page 7 question 5 and 6

Level 2 Term 1 Week 1 Day 3	Lesson Plan

Objective: Students will be able to find out less than or more than numbers.

Activity: Written work.

Material: Match sticks or little twigs.

Warm up:
Act 1: Select a number in mind ask students to guess this number like this, I have a number in my mind which is less then / greater than _________. With the help of clues given by the teacher, students find out the number.

Act 2: Write some questions on the board and ask answer from the students.

Act 3: Teacher match sticks or twigs to make 4 bundles of tens and leave 5 sticks loose. Now take one stick away and ask one less than 45 is _______. Now take 4 bundles of tens and add one stick and say one more than 40 is ______. Do practice of less and more like wise. Now make students to open their work sheets (2-A from page 8). First student will discuss orally and then they solve question 1, 2 and 3 in their worksheets.

Class work: Page 8

Wrap up: Homework page 9 (2-A) 4, 5 and 6.

Level 2 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: Students will be able to know the concept of greater and smaller, greatest and smallest.

Activity: Making 10s and hundreds

Material: Sticks to make package of 10 and hundreds.

Warm up:

Make four groups give items to the students, make the bundles of tens now each group count of tens now each group count their bundles of 10s and observe how many tens and ones are there now compare counting of each group. Now take two groups and compare their bundles by counting call them at the front and observe which group has less number of sticks and which has the greater number. Call other two groups and revise the same thing. Now find out which group has least number of sticks and which group has largest number of stick. Least number is smallest and largest is greatest number.

Ask students to open their worksheets from page 10, 11. First students will solve exercises 1, 2, 3 and 4 orally with the help of teacher them written work.

Class work: Page 10, 11

Level 2 **Term 1** **Week 1** **Day 5**	**Lesson Plan**

Objective: Students will be able to solve the questions given in page 12.

Activity: Written work.

Material: Worksheet/pencils.

Warm up: Ask some questions from previous lesson to check their concept about greater and smaller. Now tell them a story that a crocodile is very hungry. He has found two big numbers. He wants to eat the greater one. Help him to find the greater number.

Now explain the following things.

- First crocodile checks the tens column in 39 and 48.
- 1^{st} number has 3 in the tens column.
- The other number has 4 in the tens column so 48 is greater.

Now ask students to open their worksheets 2-A from page 12. First solve orally and then do written work on work sheet question 5 and 6 page 12.

Class work: Page 12

Wrap up:

Homework: Assessment decided by the teacher.

Level 2 **Term 1** **Week 2** **Day 1**	**Lesson Plan**

Objective: To assess the students.

Activity: Test

Material: Worksheet, pencils.

Procedure: Test in worksheet (2-A part 1)
Page 20, 21

Homework: Page 19

Level 2 **Term 1** **Week 2** **Day 2**	**Lesson Plan**

Objective: Students will be able to know how 600+50+2 = 652

Activity: Making of place value tent.

Material: Worksheets + place value tents (Procedure is written as follow)

Procedure:

Warm up questions:

4 tens + 5 ones make? (40+5 = 45)

6 tens + 3 ones make? (60 + 3 = 63)

Teacher ask some more questions like this (on the board)

Provide each or pair of children with a set of place value tents like this

100, 200.............900

10, 20................90

1, 2.................9

On child shows a 3 digit number using the tent. The children in the group then built that number with the help of tents and record it in 2 ways.like

Class work: page 15 and 16

Level 2 **Term 1** **Week 2** **Day 3**	**Lesson Plan**

Objective: Students will be able to count and total 100s, 10s and 1s and write in numbers.

Activity: Finding the total number by observing the flash cards.

Material: Flash cards written 1, 10, 100.

Procedure:

Warm up: Prepare as many flash cards as you can. Make students do quick counting 0, 1, 2, 3……10, Then 10, 20, 30…..100 and then 100, 200, 300…..900

- Make students sit in pairs and give some flash cards to each pair.
- Make each pair to display the cards on their tables and count / add the number written on them.like

Class work: Page 18 worksheet 2-A part 1
Home work: Page 62 worksheet (2-A part 1)

Level 2
Term 1 **Lesson Plan**
Week 2
Day 4

Objective: Students will be able to know how 500+10+3 = 513…..

Activity: Written work

Material: worksheet / pencils

Procedure: Follow the procedure of day 2, week 2, term 1.

Class work: page 13 and 14 worksheet (2-A part 1)

Home work: Assessment of page 15, 16, 13 and 18

Level 2 **Term 1** **Week 2** **Day 5**	**Lesson Plan**

Objective: To assess the students

Activity: Assessment will be taken in worksheet (2A part 1) page 61

Level 2 **Term 1** **Week 3** **Day 1**	**Lesson Plan**

Objective: Students will be able to have a concept of more than and less than

Activity: Written work

Material: Worksheets / pencils.

Procedure:

Warm up: Follow the procedure of term 1, weak 1 ,day 3 use different materials or number for this.

Class work: Page 22 worksheet (2-A part 1)

Homework: Page 23 (2-A part 1)

Level 2 Term 1 Week 3 Day 2	**Lesson Plan**

Objectives: Students will be able to solve the questions in page 25.

Activity: Comparing numbers

Material: stones or wooden blocks.

Procedure:

Warm up question:

- 1 less than 5 = (4)
- 2 less than 5 = (3)
- 5 more than 1 = (6)
- 1 is __ less than 5
- 5 is __ more than 1

Make pairs of students give 11 stones to each peer (one fellow from pair) and 6 stones to other now ask.

11 is _____ more than 6, let them to find by observing than explain 11-6 = (5)
Repeat same procedure for more questions. See page 24 and 25 worksheet (2-A part 1) for this.

Class work: Page 24 and 25 worksheet (2-A part 1)

Level 2 Term 1 Week 3 Day 3	**Lesson Plan**

Objective: Students will be able to add the 1s, 10s and 100s.

Activity: Written work

Material: Flash cards of ones, tens and hundreds make as many as you can

Procedure:

Warm up question:

- 2+30= 5
- 4+4+2= 10
- 10+20= 30
- 300+400= 700

Activity: Make groups in the class. Give 5 flash cards of ones to each group and ask them to add how many ones each group have, and write answer on the board '5 ones'

- Now give 3 more cards of ones to each group and ask count how many ones are their now, again write the answer 5 ones + 3 ones = 8 ones.
- Give 10s cards and repeat the same procedure.
- Give 100s card and repeat the same procedure. See page 28 for this

Class work: Page 28 worksheet (2-A part 1)

Home work: Page 29

Level 2 **Term 1** **Week 3** **Day 4**	**Lesson Plan**

Objective: Students will be able to add 3 digit numbers.

Activity: written work.

Material: ones and bundles of 10s and 100s (stick or blocks of 100s, 10s and ones)

Procedure:

Warm up questions:

- 5+6= 11
- 4+5= 9
- 14+2= 16
- 10+20= 30
- 100+400= 500

Divide class in the groups.

- Give 5 bundles of hundred, 9 bundles of tens and some loose objects (ones) to each group.
- Ask them to take 5 bundles of hundreds and a loose stick and ask what is total number of sticks now? (501)
- Give them 9 bundles of 10s and 7 loose sticks to make 97 like above.
- Ask them to put all given bundles together and count

  5 hundreds + 9 tens + 7 + 1 = 5 hundreds 9 tens and 8 ones = 598

  Write all this on the board and explain that. First we add units then tens and then hundreds.
- Give more examples like this.

Class work: Add

- 380 + 12 =
- 730 + 67 =
- 648 + 201 =
- 700 + 196 =

  Do these questions in note books.

Home work: Assessment of page 22-25 (2-A part 1)

Level 2 Term 1 Week 3 Day 5	**Lesson Plan**

Assessment in notebooks

Level 2	
Term 1	**Lesson Plan**
Week 4	
Day 1	

Objective: To teach the students the subtraction of ones, tens and hundreds.

Activity: Subtraction of given numbers using flash cards, Written work.

Material: Flash cards of ones, tens and hundreds, (as made for addition questions), board, worksheets.

Procedure:

Warm up:

- Make groups of class.
- Give 8 (one's cards) cards to each group
- Ask groups to count these cards.
- Say them to take out 2 cards.
- Now ask to count again
- How many cards are left?
- Repeat same above mentioned procedure for question part B, C (page 33)

Class work: Question 1, 2 (worksheets)

Home work: Page 34

Level 2
Term 1
Week 4
Day 2

Lesson Plan

Objective: To teach the subtraction of 3 digits numbers.

Activities: Written work, Solution of question given on page 36.

Material: Board. Work sheets.

Procedure:

Warm up:

- Count the number before and after 1, 10 and 100.
- Ask these questions orally 5-2=? 7-1=? 6-0=? Etc.

Explanation: After these give them an example like this there are 437 English story books and 132 Urdu stories book. How many more English books are there then Urdu books?
To find out solution we will write question like this on board

437-132 =?

H T U H T U
4 3 7 – 1 3 2 =

Subtract units from unit like
3-2 = 1
Tens from tens
3-3 = 0
Hundred from hundreds
4-1 = 3
Thus the answer is [301]
Teacher can use more examples from questions given on page 36.

Class work: page 36

Level 2	
Term 1	**Lesson Plan**
Week 4	
Day 3	

Objective: To teach the subtraction of 3 digit numbers.

Activities: Written work

Material: Board, notebooks, pencils

Procedure: Follow same procedure as in Day 2, Week 4, Term 1.

With more explanation by placing the numbers up and down like following

	H	T	U
	4	3	7
-	1	3	2

Subtract units from units, tens from tens and hundreds from hundreds .

Class work: Subtract.

8 5 7	9 5 1	5 0 9	9 4 1
-3 2 5	-9 0 1	-2 0 1	-3 2 0
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Wrap up:

Home work: Assessment page 33, 34, 36

Level 2 Term 1 Week 4 Day 4	Lesson Plan

Assessment Page 35

Level 2
Term 1
Week 4
Day 5

Lesson Plan

Objective: To make them learn, the table of 6

Activity: Oral + written

Material: Board, notebooks, Strip of chart paper with numbers up to 60 (number line)

Procedure:
Warm up: Say to class to repeat the tables of 4 and 5 orally.

Explanation:
- Paste the number line strip on the board.
- Take a puppet or small doll and put on number 0. Then a jump of six numbers, and say to class to say loudly the number on which puppet is.
- Ask where would be the puppet if I take another jump of 6.
- Repeat the same procedure up till 60 and repeat quickly 2 or 3 times this table of 6.

Class work: Students will write the table of 6 in notebooks.

Level 2 **Term 1** **Week 5** **Day 1**	**Lesson Plan**

Objective: To teach addition with carry.

Activity: Solution finding + written work

Material: Board, work sheets.

Procedure:

Warm up: Ask these questions orally students one by one.

7+2=? 7+6=? 3+5=? 3+7=?

Explanation:

- Teacher will write 5+6 like following

  U U TU
  5 + 6 = 11
- Answer is 11 with one unit and 1 ten.
- Write 27 + 5 = 32

  Explain that when we add 7 and 5 we got 12 which has 1 ten and 2 units. So we will keep 2 in units place and transfer 1 of 12 to tens place.

Give some more examples for further explanation by using same above mentioned procedure.

Class work: Written work
Page 38

Home work: Page 39

Level 2 **Term 1** **Week 5** **Day 2**	**Lesson Plan**

Objective: To teach addition with carry

Activity: Written work

Material: Board, worksheets.

Procedure:

Warm up: Follow the same procedure as in previous day.

Class work: Written work page 40 exercise 16.

Homework: Page 41

Level 2 Term 1 Week 5 Day 3	**Lesson Plan**

Objective: To teach the addition with carry

Activity: Written work

Material: Board, worksheet.

Procedure:

Warm up: Follow same procedure as in day 1 & 2, week 5, Term 1 with more explanation that, When we add units with units and get 2 10s column and if after addition of 10s, again we get 2 digits the 2nd digit will be transferred to hundreds column e-g

645 + 96 = 741

Class work: Written work page 42

Level 2 **Term 1** **Week 5** **Day 4**	**Lesson Plan**

Objective: To teach addition of 3 numbers.

Activity: Written work

Material: Board, worksheets

Procedure:

Warm up: Follow same procedure as in addition of 2 numbers.

Class work: Written work page 47

Homework: Assessment (topic Addition)

Level 2 Term 1 Week 5 Day 5	**Lesson Plan**

Assessment page 44

Home work: Page 45

Level 2 **Term 1** **Week 6** **Day 1**	**Lesson Plan**

Objective: To teach subtraction with borrow

Activity: written work

Material: Board, Worksheets

Procedure:

Warm up: Write on board and ask

- 1 ten = _______ ones.
- 12 – 6 =______ units ___ tens
- 10 – 4 =______ units ______ tens

Explanation: Write on board

```
 T  U
 6  2
- 4  3
2 – 3 =?
```

When there are not enough ones to subtract from, change 1 ten to make 10 ones.

Class work: Page 49

Level 2 **Term 1** **Week 6** **Day 2**	**Lesson Plan**

Objective: To teach subtraction of 3 digit numbers

Activity: Written work

Material: Board, Worksheets

Procedure:

Warm up: Follow same procedure as used in day 1, week 6, term 1 for explanation of subtraction of 3 digit numbers

Class work: Page 52

Home work: 50

Level 2 **Term 1** **Week 6** **Day 3**	**Lesson Plan**

Objective: To teach the subtraction of 3 digit numbers

Activity: Written work

Material: Board, worksheets.

Procedure:

Warm up: Follow same procedure as used in previous day.

Class work: Page 54

Homework: Page 55

Level 2 **Term 1** **Week 6** **Day 4**	**Lesson Plan**

Objective: To teach subtraction of 3 digit numbers

Activity: Written work

Material: Board, notebooks

Procedure:

Warm up: Same procedure as in previous day.

Class work: Se page 54 of worksheet and give any 5 questions to class for solving in notebooks.

Homework: Assessment of subtraction questions

Level 2 Term 1 Week 6 Day 5	**Lesson Plan**

Assessment page 57

Level 2 Term 1 Week 7 Day 1	**Lesson Plan**

Objective: To teach the concept of more and less than one meter.

Activity: Observation / Written work

Material: Meter rod / different objects present in class / board / work sheets.

Procedure:

Warm up questions: Show meter rod and ask:

- What is this?
- It is used for what?

Explain: This is called meter rod and it is used to measure the length.

Activity: Call two students and ask.

- Who is taller than 1 meter?
- Who is shorter than 1 meter?

Call 2 volunteer to measure the length of table the meter rod.
Call more volunteers to measure the length of different objects like board, window etc.
Teacher record this on the board like

Objects	Less than 1M	More than 1M
My Height **Length of Desk** Breadth of desk		

Class work: Page 65

Level 2 **Term 1** **Week 7** **Day 2**	**Lesson Plan**

Objective: To teach the concept of length in cm

Activity: Observation practically + written work

Material: Scales (cm) objects like pencils, books etc + worksheets + board.

Procedure:

Warm up: Show scale and ask

- What is this?
- It is used for what?

Explain: A scale is used to measure the length in cm and inches (cm is for centimeter) (showing the cm side of scale).
Make groups in the class and ask them to measure and record the length of text book, pencil case etc.
See page 66 of worksheet for further explanation.

Class work: Page 66

Home work: page 67

Level 2 Term 1 Week 7 Day 3	**Lesson Plan**

Objective: To teach and practice length in cm

Activity: Observation + written work

Material: board / worksheets

Warm up: Same procedure as in previous day.

Class work: Page 68

Home work: Page 70 question 2

Level 2 Term 1 Week 7 Day 4	**Lesson Plan**

Objective: To teach the concept of length in cm.

Activity: Measuring length / written work

Material: Thread / scale / worksheets / board.

Procedure:

Warm up: Draw an irregular, zigzag and curved line like this:

Ask: How can we measure these lines? Listen to the responses and than explain, to measure this type of lines we need a thread. Teacher place a thread on the line according to its shape. Cut the thread where line ends and measure the thread with scale

Class work: Page 71

Homework: Assessment of topic length

Level 2 Term 1 Week 7 Day 5	Lesson Plan

Assessment of page 72

Level 2 **Term 1** **Week 8** **Day 1**	**Lesson Plan**

Objective: To teach the concept of less / more than 1 kg.

Activity: Practical weighing + written work

Material: Weight of 1 kg and balance + sand, Different objects in the class, worksheets / board.

Procedure:

Warm up:

- How do you think that sugar, rice, vegetables etc are weight in stores?
- Write and tell "kilogram" on the board and discuss kg is used for kilogram.
- We use balance to measure the things (show the balance to the class)
- Weight sand to explain, how we measure the weight.
- Call children to find items in the classroom that might have 1 kg weight.
- Call children to bring an object and weight it in front of class.
- Ask a child to think and tell it weight more or less than or about 1 kg. Check it by weighing.
- Record on the board.
- Repeat the same procedure with different objects.
- Sort the objects in the groups those with weight more, less or about 1 kg.

Class work: Written work page 77 (2-A part 1)

Homework: page 78 (2-A part 1)

Level 2 Term 1 Week 8 Day 2	**Lesson Plan**

Objective: To teach the concept of weighing in grams.

Activity: Practical weighing + written work

Material: Balance, weight in grams, board, worksheets.

Procedure:

Warm up: Follow the same procedure as in previous day but use weights in grams instead of kg.

Class work: Written work page 79 (2-A part 1)

Home work: Page 80

Level 2 **Term 1** **Week 8** **Day 3**	**Lesson Plan**

Objective: Revision topic greatest & smallest numbers.

Activity: Written work

Material: Worksheets, board

Procedure: TEST

Class work: Exercise 1, 2 page 85 (2-A part 1)

Homework: page 86

Level 2 **Term 1** **Week 8** **Day 4**	**Lesson Plan**

Objective: Revision addition & subtraction.

Material: Board, worksheets

Procedure:

Warm up: Practice of add / subtraction questions on board by students.

Class work: Written work (page 82)

Level 2 Term 1 Week 8 Day 5	**Lesson Plan**

Objective: Revision

Material: Board, worksheets

Procedure:

Warm up: Practice of questions on board

Class work: Written work page 74 (2-A part 1)

Homework: page 75